

Accessibility is about progress, not perfection.



The Aiming for ALL Collection
bit.ly/AimingForALL-Collection

1 What About Curb Cuts?

Learn why accessibility matters for everyone.

By Beth Stark, M.S.Ed., CPACC, Educator and Consultant, Inclusive Learning Systems, UDL, Accessibility

These resources are from the voices of individuals with disabilities and describe why accessibility matters and what is lost when we choose not to regard it as a human right. The principle at the centre of all of them is:

The goal of curb cuts is not to benefit everyone. The goal is equity and inclusion for the people being denied access. The wider benefits are a consequence of working towards that goal. Let's continue this work together.

A note on geography: the majority of resources here come from the U.S. Each has been carefully vetted. The core ideas are universal and can be adapted for a variety of cultures and contexts.

A. What Accessibility Really Means

B. Disability Voices for Learning Communities

C. Representation, Framing, and How We Talk About Disability

A. What Accessibility Really Means

Before lesson plans, before guidelines, before any practical tool, educators need a way to understand accessibility from the inside. These three resources ask the same question in different ways: what does it feel like when accessibility is authentic?

The Curb-Cut Effect and Championing Equity

Learning for Justice, Southern Poverty Law Center

This article is written specifically for educators about the history of curb cuts and what they teach us about equity. It tells the story of **Ed Roberts** and the Rolling Quads, who fought for the first curb cuts in Berkeley, California, and explains why designing for those being denied access always produces wider benefits. It makes the essential argument for building accessible learning environments from the start rather than retrofitting them. A note on authorship: this article is not written by a disabled person, but it centres and honours disability-led activism.

Link <https://www.splcenter.org/resources/stories/the-curbcut-effect-and-championing-equity/>

Access Is Love

Mia Mingus, Sandy Ho, and Alice Wong

This framework and resource hub was created by three disabled Asian-American women that argues accessibility is not a legal obligation or an afterthought. It is an **act of love** and a shared community responsibility. It includes ten concrete ways to start creating access and a reading list on disability justice. This is a grounding place for educators who want to shift how their school or team thinks and talks about accessibility.

Link <https://disabilityvisibilityproject.com/2019/02/01/access-is-love/>

Access Intimacy: The Missing Link

Mia Mingus, Leaving Evidence

This essay, written by disabled activist Mia Mingus, introduces the concept of **access intimacy**: the rare feeling when someone genuinely understands your access needs without you having to explain or justify them. It names the difference between accessibility that is technically present and accessibility that is truly felt, and it is a powerful way for educators to understand why compliance alone does not create belonging.

Link <https://leavingevidence.wordpress.com/2011/05/05/access-intimacy-the-missing-link/>

B. Disability Voices for Learning Communities

Disability is rarely present in curriculum through the words of disabled people themselves. These three ongoing, disability-led projects, and the perspectives and stories in them, are catalysts for change.

Disability Visibility Project: DVP Interviews

A no-cost, growing archive of oral history interviews with disabled people across the United States, recorded in partnership with StoryCorps, covering disability arts, identity, community, activism, parenting, journalism, and everyday life. Founded in 2014 by Alice Wong (1974-2025), a Chinese-American disability activist, writer, and 2024 MacArthur Fellow. Alice died on November 14, 2025. The project continues in her memory and all content remains available at no cost. For educators, this archive is one of the most direct ways to bring authentic disabled voices into a classroom or community.

Link <https://disabilityvisibilityproject.com/category/dvp-interviews/>

Disability Debrief

A no-cost weekly newsletter covering disability news, policy, culture, and activism from over 170 countries, edited by disabled journalist Peter Torres Fremlin and written by disabled and non-disabled contributors. It is a reliable way for educators to stay connected to how disability is understood globally, and a clear example of what disability-led media looks and sounds like.

Link <https://www.disabilitydebrief.org/about/>

The Accessible Stall

A long-running podcast in which two disabled friends, Kyle Khachadurian and Emily Ladau, talk candidly about disability, from identity and access to representation and everyday life. The hosts do not always agree, a useful reminder for educators that disabled people are not a single voice. Episodes are conversational and many are transcribed, working well as discussion starters with staff or older students.

Link <https://www.theaccessiblestall.com/>

C. Representation, Framing, and How We Talk About Disability

How disability is portrayed shapes what students come to believe about disabled people and about themselves. This applies to film and television, and it applies just as directly to classrooms, curriculum materials, and the language we use everyday as educators.

I'm Not Your Inspiration, Thank You Very Much

Stella Young, TEDxSydney

A nine-minute talk by disabled Australian comedian and journalist Stella Young that names and dismantles **inspiration porn**: the way disabled people are turned into motivational objects for non-disabled people, praised simply for doing ordinary things. Sadly, Young died shortly after filming at age 32. Her talk has been viewed over four million times and is a direct and engaging way to open a classroom or staff conversation about how framing shapes our beliefs and values.

Link https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much

Rooted in Rights

Disability Rights Washington

A no-cost, fully accessible media platform created by a team of disabled media makers, producing video, documentary, and written content by and for the disability community. Every video includes captions, audio description, image descriptions, and transcripts. It is both a ready source of classroom content and a model of what it looks like when disabled people tell their own stories rather than having stories told about them.

Link <https://rootedinrights.org/>

Disability Representation in the Media

Purple Goat Agency (UK)

A no-cost guide from Purple Goat, a UK-based disability-led agency, on what authentic disability representation looks like in media and why it matters. It shares how disabled people are too often reduced to their disability, portrayed as objects of pity or inspirational exceptions, and what good representation looks like instead. For educators, it is a prompt to ask the same questions about their own classrooms: are disabled students seen and valued as whole people?

Link <https://www.purplegoatagency.com/insights/disability-representation-in-the-media/>

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